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ABSTRACT

This self-instructional unit for supervisors and managers in the British hotel and catering industry is based on the view that problems in staff recruitment and retention are directly linked to the level of job satisfaction. The document begins with an introduction and advice on how to use the unit. Five sections cover the following topics: (1) how staff view their work; (2) conditions of the job; (3) staff motivation; (4) job design; and (5) recruitment. Each section contains trainee objectives and pencil and paper activities, with suggested answers, designed to help trainees meet those objectives. (CML)

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INCREASING OPPORTUNITIES *for* SUPERVISORS AND MANAGERS

STAFF RETENTION

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OPERATIONAL MANAGEMENT PROGRAMME

Personnel Management
MODULE

STAFF RETENTION

OPERATIONAL MANAGEMENT PROGRAMME

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Staff Retention has been written for the HCTB by Jennifer Murray. The text draws on three principal sources: a survey of job attitudes carried out by the HCTB and Thistle Hotels in 1988; research conducted by the Institute of Manpower Studies in 1988 *Good Human Resourcing Practices in Tourism and Leisure*, commissioned by the HCTB and the National Economic Development Office; and *Leadership & Motivation*, an HCTB self-study unit in the Supervisory Skills module, which drew on *People and the Hotel and Catering Industry* by A. Lockward and P. Jones, published in 1984 by Holt, Rinehart and Winston. I am grateful to Thistle Hotels, the Institute of Manpower Studies and Holt, Rinehart and Winston for their co-operation and to HCTB research manager Ann Walker for her advice. The text of *Staff Retention* has been edited by Roy Hayter. Cartoons are by Ian West.

Peter Critten
Management Development Manager

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STAFF RETENTION

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OPERATIONAL MANAGEMENT PROGRAMME

HOW TO USE THIS UNIT

Staff Retention is based on the view that problems in staff recruitment and retention are directly linked to the level of job satisfaction. There are five sections. Section 1 will enable you to conduct a survey to find out how satisfied your staff are with their jobs. The results of a mini-survey conducted among staff at one hotel are given as a benchmark against which your findings might be compared. Sections 2, 3 and 4 consider the main factors which influence job satisfaction at work, and invite you to use the results of your survey and your knowledge of how your own establishment is run as a basis for making appropriate changes to improve job satisfaction. Section 5 considers the close relationship between staff recruitment and retention. Examples are given throughout of how other companies are trying to solve the problems of staffing, and you are invited to draw your own conclusions as to whether similar methods could be successful in your own department or establishment.

Readers are encouraged to make and note down their own conclusions in the action panels which cover each major point. Suggested answers or other relevant findings are given on the following page.

INTRODUCTION

The hotel and catering industry is one of the largest employers in Britain, and it is expanding. Many new jobs are being created, and staff have to be found to take them. On the face of it, this gives an encouraging picture of the industry. But in reality managers are experiencing difficulties in attracting people to take up jobs, and to stay in them once recruited. Problems may include:

- poor response to job advertisements
- rapid turnover of staff
- lack of commitment by staff to the job.

Some of the problems are due to the nature of the industry itself. For instance many jobs are on a seasonal basis offering little security, or they are part-time. Working hours are often long, with split shifts. Other problems are due to outside factors, such as the fall in the number of young people entering the job market, and increased competition for staff from other service industries like retailing.

The fact that the industry is expanding, especially in the tourism and leisure areas, and is likely to continue to do so, means that more staff will be needed than ever before. So, if the industry is to remain competitive, it is all too clear that there is an urgent need for major improvements in the way staff are recruited and retained.

SECTION 1
How staff view their work

After completing this section you will be able to:

- compose a questionnaire and carry out a survey to find out the attitudes of your staff to their work
- conclude from these findings the factors which need changing in order to improve job satisfaction.

STAFF RETENTION

The more satisfied staff are with their work the more likely they are to stay in the job and perform the tasks required in a more satisfactory way.

Make a list below of what you consider could affect the level of job satisfaction at work.

Some of the key factors affecting a person's job satisfaction are:

Working conditions — the 'atmosphere' in which the employee works and the standard of equipment provided for carrying out the job

Relationship with supervisor — how approachable the employee finds the supervisor, and how well the job of managing staff is done

Relationship with colleagues — working relationships between the employee and others in the same department and different departments

Benefits — how well informed the employee feels about the non-monetary or fringe benefits of the job, such as pension schemes, maternity leave, rest-room facilities, and whether these are satisfactory

Interest and variety — whether the employee finds the job absorbing and varied, or routine 'same day in, day out'

Pay — whether the employee believes a similar job could be found elsewhere for better money, and whether the employee is satisfied with the pay

Recognition and promotion — to what extent the employee's work is appreciated, and what the chances of promotion are

Training — whether the employee thinks there is adequate training, especially when he or she first joined the establishment.

No two establishments or companies are exactly the same, and although research has shown that the above factors generally have a major influence on job satisfaction, it is essential to find out what staff at your own place of work think about their jobs. There is no point in making changes in staff recruitment and retention based purely on what other establishments have done or on what **you** think staff want. The most reliable method of finding out is by asking your staff.

One way is to create a suitable questionnaire. A prototype is given on the next three pages for you to photocopy if you wish. It incorporates the key factors which contribute to job satisfaction or dissatisfaction.

QUESTIONNAIRE

Please tick the box which describes how you feel about each of the following statements.

Office use only

1. *There is a happy atmosphere where I work.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

A ☐
U ☐
D ☐

2. *My supervisor is always too busy to talk to me.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

D ☐
U ☐
A ☐

3. *The establishment I work for looks after its employees.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

A ☐
U ☐
D ☐

4. *My job is routine, same day in, day out.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

D ☐
U ☐
A ☐

5. *I am happy with my job.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

A ☐
U ☐
D ☐

6. *The appliances/equipment I need for my job are usually in good working order.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

A ☐
U ☐
D ☐

7. *I think the benefits provided where I work are good.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

A ☐
U ☐
D ☐

8. *I could not get a similar job somewhere else for better pay.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

9. *My pay is satisfactory for the work I do.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

10. *I think my supervisor does a good job.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

11. *In my job I do not have the opportunity to make the best use of my skills.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

12. *My job is important to the success of the establishment.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

13. *I was well looked after during my first few weeks at this establishment.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

14. *There is a poor relationship between employees in different departments where I work.*

Agree	*Undecided*	*Disagree*
☐	☐	☐

Office use only

A	
U	
D	
A	
U	
D	
A	
U	
D	
D	
U	
A	
A	
U	
D	
A	
U	
D	
D	
U	
A	

15. *The job training I have had where I work now, is thorough.*

Agree	Undecided	Disagree
☐	☐	☐

16. *I get enough information about the benefits provided where I work.*

Agree	Undecided	Disagree
☐	☐	☐

17. *I would like more responsibility in my job.*

Agree	Undecided	Disagree
☐	☐	☐

18. *I frequently think of quitting my job.*

Agree	Undecided	Disagree
☐	☐	☐

Office use only	
A	
U	
D	
A	
U	
D	
D	
U	
A	
D	
U	
A	

You may want to change the prototype questionnaire to suit your particular circumstances, or to obtain additional information from staff. You may wish to provide space for the respondents to qualify each answer or some of the answers. For instance below question 8 you may want to ask 'If you disagree, what type of alternative work could you find?' You may need to find out variations in attitude depending on department, length of service or seniority. If so you should make provision for this information on the questionnaire, or code each questionnaire beforehand so that you know its source. The point of a code, for instance marking questionnaires for supervisory staff with an S, or preferably arbitrarily with, say, a B, is so that respondents are confident they will remain anonymous. In this way they are more likely to give a more accurate account of how they feel about their work. For the same reason the questionnaire does not ask for the names of respondents.

Handing out the questionnaires

Once you are happy with the questionnaire staff can be informed that you are seeking their help to find out how satisfied they are at work. One way of doing this is to get staff together in a group so that you can explain personally why you want this information. If staff believe their job satisfaction will be enhanced as a result they are more likely to co-operate. You may want to think carefully about the best way to explain what the establishment or company wants to get out of the venture. Otherwise staff may get the impression that they are going to be made to work harder with no extra reward. An important point to stress is that both employees and establishment should benefit. Staff should be assured that the information they give will be anonymous, and not used for any other purpose. They can be encouraged to fill in the questionnaire on their own, rather than with colleagues to avoid influencing each other's answers. Once the questionnaires have been distributed staff can be given the chance to put any queries, and a deadline and place for the return of questionnaires given.

Scoring

Each question has three possible responses: Agree, Undecided or Disagree. By adding up the total number of answers in each category you will find out the number of people who feel satisfied, dissatisfied, or unsure about the aspect of their work covered by the question. These scores are best expressed as percentages; indeed this is essential if you want to compare results between departments, job type, length of service and so on.

The 'Office use only' column on the right of each page is for you to note the percentage scores, after the questionnaires are completed and returned. Each of the groups of three boxes is marked A (Agree), U (Undecided) and D (Disagree). You will notice that the top box is sometimes marked A and sometimes D. This depends on the way the question is worded, but in each case the top box indicates the percentage of staff who are **satisfied** with the particular aspect of their work covered by the question. For instance the percentage of staff who **disagree** with question 17 'I would like more responsibility in my job' indicates those who are satisfied about this aspect. In question 12 'My job is important to the success of the establishment' those who **agree** are the satisfied members of staff. The reason for putting these 'satisfied' scores in the top box and what the scores mean is explained later in this section.

From the example below showing how 20 staff might have responded to question 11 calculate the percentages which

- *agree*
- *are undecided*
- *disagree*

and write these in the appropriate box in the scoring column marked 'Office use only', D = Disagree, U = Undecided, A = Agree.

Question 11. In my job I do not have the opportunity to make the best use of my skills.

Number of respondents:

Agree	*Undecided*	*Disagree*	Office use only
10	2	8	D U A

D	40%	(8/20) ('satisfied' score)
U	10%	(2/20)
A	50%	(10/20)

For the purposes of this survey percentages can be expressed to the nearest whole number, for instance 34.4% becomes 34%, and 34.5% becomes 35%.

Now consider your own questionnaire. When staff have completed and returned these, add up the responses and using a blank questionnaire (it may be the one on pages 6 to 8 or a photocopy, or a photocopy of your own version) express the responses in percentages. Starting with question 1 add up the number of 'Agree' responses and write the total in the Agree answer box. Do the same with the 'Undecided' and 'Disagree' responses, and then work out the percentage of staff who have responded in each of the three possible ways. Here is how 20 staff could have responded to question 1.

1. There is a happy atmosphere where I work.

Agree	*Undecided*	*Disagree*
12	5	3

Office use only

D	60%
U	25%
A	15%

Do the same for question 2 and so on.

You have now calculated all the results. The next step is to find out what they mean, in other words what they tell you about the level of job satisfaction at your workplace.

On the opposite page is a barometer or graph of job satisfaction which provides a quick, though simplified, indication of staff attitudes to their work. The results shown are from a mini-survey† similar to your own, conducted among staff at one hotel. Generally the lower the score the lower the level of satisfaction about the particular aspect of the job covered by the question.

†Survey of job satisfaction among staff at one Thistle Hotel, conducted by HCTB in 1988.

JOB SATISFACTION BAROMETER

	% 0 10 20 30 40 50 60 70 80 90 100
WORKING CONDITIONS	
1. *There is a happy atmosphere where I work*	
6. *The appliances/equipment I need for my job are usually in good working order*	
RELATIONSHIPS WITH SUPERVISOR/COLLEAGUES	
2. *My supervisor is always too busy to talk to me*	
10. *I think my supervisor does a good job*	
14. *There is a poor relationship between employees in different departments where I work*	
BENEFITS	
3. *The establishment I work for looks after its employees*	
7. *I think the benefits provided where I work are good*	
16. *I get enough information about the benefits provided where I work*	
INTEREST/VARIETY	
4. *My job is routine, same day in, day out*	
5. *I am happy with my job*	
PAY	
8. *I could not get a similar job somewhere else for better pay*	
9. *My pay is satisfactory for the work that I do*	
RECOGNITION/PROMOTION	
11. *In my job I do not have the opportunity to make the best use of my skills*	
12. *My job is important to the success of the establishment*	
17. *I would like more responsibility in my job*	
TRAINING	
13. *I was well looked after during my first few weeks at this establishment*	
15. *The job training I have had where I work now is thorough*	

You will notice that the questions on the barometer have been re-grouped under headings such as working conditions, relationships with supervisor/colleagues, benefits, and so. Grouping questions which relate to the same aspect of job satisfaction in this way will help you analyse your results and pinpoint the area in your own establishment, for instance training, where changes to increase job satisfaction may be necessary. It is particularly useful for making links and comparisons between results grouped together. For example, under interest/variety, what is the relationship between a routine job and happiness in the job? The mini-survey shows that, although nearly half of respondents considered their job routine, three-quarters were happy with their job, indicating that lack of variety does not necessarily mean low job satisfaction.

Study the barometer readings of the mini-survey to questions 3, 7 and 16 on benefits (page 13). Compare the results with each other and note below what they indicate about staff attitudes generally to the benefits provided?

The overall trend indicates that few respondents (25%) thought they were working for a hotel which 'looked after' its employees. Similarly only 19% were satisfied with the benefits provided. Probably the most interesting response is to question 16 'I get enough information about benefits', because opinion is almost equally divided into 'agree' and 'disagree'.

If your questionnaires have been coded by department, job title, seniority, length of service and so forth, then the responses can be further divided in order to find out whether satisfaction and dissatisfaction comes from particular sections of the workforce.

You may find it useful or interesting to compare your findings with the results of the mini-survey. You can do this by referring to the 'Office use only' column in your scoring questionnaire. Transfer the percentage shown in each of the top boxes (the 'satisfaction' scores) and draw in the results (in colour if you wish) on the barometer underneath those of the mini-survey. Say 45% agreed with question 1 'There is a happy atmosphere where I work'. This score is shown by a broken line below the mini-survey line.

	%	0	10	20	30	40	50	60	70	80	90	100
1. *There is a happy atmosphere where I work*												

Alternatively you may prefer to make up your own barometer and draw in the results of your questionaire on this. (Delegates on the HCT course will receive a blank barometer in their Operational Management Planner.) If you wish to compare findings between departments, seniority, job titles or length of service, then the results of the questionnaires need to be scored separately, by department, seniority and so on, and a different (coloured) line drawn on the barometer for each. This can be very useful because most waiting staff, for instance, may be very satisfied about their working relationships with colleagues, whereas housekeeping staff may feel isolated and give the opposite response, or those satisfied with the benefits offered by the company may be only those with longer service.

Now a word of warning. A high percentage of undecided responses can have a misleading effect on the analysis of results if you use only the barometer.

What level of job satisfaction is indicated by the following responses of 20 staff to the question 'My job is important to the success of the establishment'.

Number of respondents:

Agree	*Undecided*	*Disagree*
7	11	2

Office use only

A
U
D

Overall only about a third (35%) of staff think their job is important to the success of the establishment, but even fewer (10%) think their jobs are unimportant. The large proportion of 'undecideds' (55%) indicates that a significant number of staff are unsure about the extent to which the success of the establishment depends on their job.

For the example on the previous page, chart the percentage of 'agree' responses on the barometer below:

	%	0	10	20	30	40	50	60	70	80	90	100
12. *My job is important to the success of the establishment*												

Does this give an accurate picture of the level of satisfaction among all staff indicated by the percentage scores you calculated on page 16? If not, note below how it is misleading.

	%	0	10	20	30	40	50	60	70	80	90	100
12. My job is important to the success of the establishment												

The barometer reading is not an accurate reflection of overall levels of job satisfaction. It is misleading because the barometer indicates that there could be a significant level of dissatisfaction (up to 65%), whereas in fact only 10% of staff think their jobs are unrelated to the success of the establishment. The greater the percentage of the 'undecided' response the more it distorts the readings on the barometer (which are based only on the 'satisfied' responses). It is therefore important before analysing results to consult the percentages in your scoring questionnaire to check whether a high undecided response has been recorded. The fact that so many are unsure about the importance of their jobs to the establishment indicates that more recognition and encouragement should be given to staff to increase job satisfaction.

You have now looked at three important factors in the analysis of results:

- a comparative study of related questions
- a result showing opinion evenly divided between those who agree and those who disagree
- a high undecided response.

These three factors will help you to draw an accurate picture of the levels of job satisfaction among staff at your workplace.

Such in-depth analysis is useful, even essential, because it is on this information that changes to improve job satisfaction will be based. Inaccurate information could lead to the wrong action being taken, with the result that problems already experienced in recruiting and retaining staff are made worse. Knowledge about conditions in your own workplace will help to steer you in the right direction. For instance, say you know that your establishment does not run an induction course for new recruits and your survey showed a similar result as the mini-survey to question 16 'I get enough information about benefits' (38% agreed). You now have a useful pointer as to where improvements need to be made in your own establishment. Alternatively, if an induction course has recently been introduced in your workplace, and your survey shows that it is the longer serving employees who feel they do not get enough information about benefits, then steps will need to be taken to ensure that these employees, as well as new recruits, are adequately informed.

Look at the response you obtained to questions 4 and 5 under the heading interest/variety, and write an analysis of job satisfaction based on these results. Then explain what you think could be done in your establishment to improve job satisfaction in this area. If you think your results indicate that no improvement is necessary, try to explain why. Pay particular attention to:

- *the link between the results to questions 4 and 5 and what this tells you about job satisfaction among your staff — you may be surprised*
- *whether opinion is fairly equally divided between 'agreed' and 'disagree', or heavily weighted towards 'undecided' (a further breakdown of results into department, job title, seniority, length of service may be needed)*
- *relevant background information you have about your own establishment (particularly useful when deciding what action should be taken to improve job satisfaction)*
- *whether similar responses come largely from the same departments, or from employees of similar job title, seniority, length of service and so on.*

Your conclusions will vary according to the circumstances and the responses to the questions. Were you surprised by any of your findings? For instance did many staff think the job was routine yet indicated they were happy at work? Your conclusion will be that some staff enjoy a job which is routine.

Other aspects of the job which may surprise you in the way they influence job satisfaction are:

Working conditions There could be a strong link between a happy atmosphere at work and the condition of equipment at work.

Relationship with supervisor/colleagues It is quite possible that while some employees experience problems in communicating with their supervisor they may still think that their supervisor did well at the job.

Benefits There could be a marked difference in awareness and satisfaction about benefits according to rank.

Pay Many staff may think their pay is unsatisfactory for the work they do, and yet do not believe they could get a similar job elsewhere for more pay. (All previous studies of job satisfaction have found that pay levels contribute significantly to job satisfaction, though this is not usually the major factor.)

Recognition/promotion Many staff may think their job is important to the establishment, yet do not think they have enough responsibility or the chance to make the best use of their skills.

Training While many staff may think they were well treated when they first arrived they could also believe that subsequent training is unsatisfactory.

The mini-survey† made the following broad findings about staff attitudes to their work:

- Most employees felt that there was a happy atmosphere at the hotel.
- Whether or not appliances were working depended on department.
- There was general agreement that supervisors carried out a good job and were mostly approachable, although the less skilled the employees the more likely they were to find the supervisor unapproachable.
- Poor relationships between departments were noticed, particularly in the mid-skill range.
- Employees were dissatisfied with the benefits provided by the hotel.
- Many employees had little idea about what benefits were available to them.
- There was a significant group of employees who frequently thought of leaving.
- Most employees thought their jobs were routine, but less skilled employees liked this aspect of their job while skilled employees were happier with more varied jobs.
- Most employees were dissatisfied with their pay level, and thought they could get better pay somewhere else.
- Most employees, particularly those in semi-skilled or unskilled jobs, felt that their skills were being under-used.
- There was a fairly satisfied response to the training provided, though more recent employees disagreed.

Broadly your analysis of your survey tells you what makes staff leave the job and what makes them stay. If you want to retain your staff it may be essential to make changes in the areas which show the lowest levels of satisfaction.

†Thistle Hotel survey op. cit.

Sections 2, 3 and 4 invite you to look at three main areas where changes to increase job satisfaction can be made. They are:

- conditions of the job
- staff motivation
- job design.

All these areas are dealt with in the prototype questionnaire and, grouped under appropriate headings, on the barometer. Although the factors covered under these headings are interdependent, for instance 'I would like more responsibility in my job' relates to interest/variety as well as to recognition/promotion, they are linked for the sake of clarity to the most relevant area.

Section 2 *Conditions of the job* covers: recognition/promotion and training, pay, benefits and working conditions.

Section 3 *Staff motivation* covers: relationship with supervisor/colleagues.

Section 4 *Job design* covers: interest/variety.

Each section includes examples of how other hotel, catering, leisure and tourism establishments have made changes in these areas to improve job satisfaction. These are intended to give you some ideas which can be adapted to suit your own establishment.

Training for the job

Training for promotion

SECTION 2
Conditions of the job

After completing this section you will be able to:

- recognise how promotion and training procedures can influence staff retention
- recognise how pay, benefits and working conditions can influence staff retention
- draw some conclusions as to how changes in these areas can best be made to improve staff retention and recruitment in your own establishment.

RECOGNITION/PROMOTION AND TRAINING

The standard practice to gain experience and promotion in hotel and catering work is to move between establishments, with the result that the best staff are frequently lost. If the opportunities for promotion and training within an establishment are good then staff are less likely to leave, and new recruits will be encouraged by its good reputation for training and job development. Staff retention and recruitment can be improved in various ways:

Promotion procedures Good promotion prospects encourage quality staff to remain and new recruits to join the establishment. Promotion procedures need to be linked with appropriate training programmes so that staff are prepared for their new positions. In smaller establishments where opportunities for promotion are rare, alternative methods of recognition may have to be adopted.

Grading structures These can be introduced to recognise and reward those who do their job well. Properly administered grading structures encourage staff to stay and improve at their jobs and perhaps to seek promotion by setting out clearly and fairly what the financial rewards will be. In this way staff know that they are being treated in the same way as their colleagues. Training for managers in how to assess employees may be necessary. Smaller establishments where the chances of promotion to another job are few may find that specific salary bands within each grade are useful for encouraging staff retention and recruitment.

Training for the job Training to improve performance can be done either in-house or on day release off the premises. Large organisations often use consultants to devise special in-house training packages. This may not be cost effective for smaller organisations. Adapting existing training packages to suit your particular circumstances is a practical alternative, and where higher level training is required this can be done through appropriate distance (open) learning. Simple induction training should be within the scope of even the smallest establishment.

Training for promotion If the new position is in the same field, for instance trainee receptionist to receptionist and then to head receptionist, training can be given while staff are in their original job. If transfers to another field are made available, say from waiting staff to receptionist, training will probably be while in the new job. The advantage of making it possible for staff to transfer in this way results in a more flexible workforce which can easily move across from job to job if desired. Training for promotion and transfers, both on and off the job, need not be restricted to large employers. Although costs can be initially high the payback in terms of staff standards and high level of retention can make it not only worthwhile, but essential in encouraging staff to stay.

STAFF RETENTION

Examples follow of how four companies are succeeding in retaining staff by providing greater career prospects within their hotel or group†.

Gleneagles wanted to change its recruitment from the trained and experienced employee to the untrained and inexperienced in order to increase the number of potential applicants. Changes in the training programme were required. Re-training was also offered within the workforce to fill vacancies which were difficult to fill from outside. Staff were encouraged to remain by providing training for promotion and for transfers to jobs in other fields or departments.

Thistle Hotels took a novel, or perhaps very old, approach to training, by establishing a system of guilds in their kitchen and restaurant departments. These 'Thistle Guilds' have four levels of membership, the first for apprentices and the highest for restaurant managers and head chefs. Except for the first level, members have to pass written and practical tests to reach the next stage. These are assessed externally and entrants do not always pass. At the lower levels of membership employees are permitted to train at their own pace, learning additional aspects of the work as they feel ready. Training among senior staff is encouraged by making the training and development of more junior staff obligatory for entry to a higher level. In this way head chefs, for instance, have craft apprentices and a training plan for the kitchen. An annual cash incentive of between £500 and £1500 is awarded to members at higher levels. As was intended the scheme has fostered a sense of pride among staff in being guild members.

†Survey conducted by the Institute of Manpower Studies, 1988 *Good Human Resourcing Practices in Tourism and Leisure*, commissioned by the HCTB and the National Economic Development Office

De Vere's fostered close links with the government Youth Training Scheme by taking on YTS trainees both during their training and into employment, thus providing a good source of recruitment. Trainees were given an overview of the work of the hotel so that they could be more flexible in the tasks they did, and some could move easily into general management later. In the first six months trainees moved through every department of the hotel. In this way they could find out which job suited them most, thus reducing the numbers who dropped out later. The next six months consisted of training in the chosen department, with college staff brought in to teach the trainees through project work. At the start of the second year trainees could change departments. They went to college on day release or, if an appropriate course was not available, tutors were brought in to do block courses. A third year of training completed the programme.

The Grapevine Hotel, a smaller organisation for which it would not have been cost effective to spend vast amounts on training and job development, sent two chefs, whom the owner was keen to keep, on day release courses and brought in a consultant to train other staff in practical skills and customer care. Retraining within the organisation was also used to fill difficult positions, for instance a waitress was promoted and trained as a receptionist. The owner recognises that, once trained, staff may move elsewhere, but without such opportunities the chefs, for example, would definitely move on.

Proper administration and good management skills are required so that training needs can be identified and employees assessed fairly for promotion and regrading. Here are some further examples† which show how important it is to handle training and promotion fairly.

At De Vere's departmental heads are trained to identify training needs, for instance through careful assessment of staff performance, and details are sent to head office which provides most of the courses. Head office produces a booklet for managers which includes details of courses available, reminders on how to identify training needs, and an explanation on how to brief and debrief participants so that they get more out a course. For instance before going on a course staff needed to know the reason and what the aim was. Afterwards, through debriefing, ways of improving the course could be discussed and implemented, and employees given help in finding ways to put their new skills into practice.

Thistle Hotels encourage promotion through a 'talent bank' held at head office which holds details of all staff suitable for promotion. All Thistle guild members are included, and eventually it is hoped to hold details of all staff from supervisor level upwards. Managers have access to the bank when they have suitable vacancies.

† Institute of Manpower Studies op. cit.

At Gleneagles promotion is decided by the head of department and the personnel manager. Applicants are interviewed and those selected for promotion are prepared for their new job over the winter when the hotel is closed.

Grand Metropolitan Retailing felt that training their staff simply to do the job better would not adequately satisfy employee's needs for personal development and recognition. The company decided that a grading scheme, offering promotion and higher pay might be appropriate. Several schemes were piloted in different pubs. The scheme finally selected was based on staff being able to perform tasks obviously necessary for the job. Staff could seek regrading when they felt they could perform the tasks required for the next grade. Assessment was done by their manager.

Toby Restaurants run a grading system of 'Toby graduates' and 'Toby professionals' who are paid above the basic rate. Employees are encouraged to seek further promotion through the internal advertising of vacancies and a booklet which explains career possibilities within Toby.

The Greater Manchester Museum of Science and Industry introduced a second supervisory level of attendant as the museum expanded and more staff were needed. The new grading offered better opportunities to attendants for promotion and higher pay, and anyone who went to the top could increase their basic pay by about 25%.

Remind yourself of the area you have covered so far in this section and of how it ties in with the questions you asked your staff (questions 11, 12, 13, 15 and 17). Make a note below of what has occurred to you from reading this section and the examples of how different companies have approached their particular problems.

PAY, BENEFITS AND WORKING CONDITIONS

Levels of pay, fringe benefits such as pension schemes, and the conditions in which employees work can all be altered to improve staff recruitment and retention.

Pay and benefit levels Good pay and benefit levels attract and keep staff. However fringe benefits are more useful for keeping employees than attracting new recruits who at this stage are more interested in good pay.

Payment systems Length of service payments and bonuses can be introduced to encourage staff to stay. Bonuses are particularly useful where staff tend to leave during a particular period because they can be paid only after this time. It is important that payment systems are seen to be fair or dissatisfaction will arise, possibly increasing the rate at which staff leave their jobs.

Holiday systems If holidays are allowed to accrue they are often seen as an inducement to leave. It is better to implement a system where holidays cannot mount up to this extent.

Hours/shift systems A major reason for recruitment and retention problems is the long or unsocial hours worked by many employees, especially in hotels, catering, leisure and tourism. Working long hours can also reduce standards of service. It is possible to reduce the number of hours employees work, and the need to organise complex shift rotas to achieve this can in many cases be avoided by a mixture of full and part-time jobs. Split shifts can sometimes be eliminated by having a flexible workforce which moves between jobs. However there may be resistance from those staff who wish to concentrate on their chosen career path or from those who see other jobs as having lower status and levels of satisfaction. An alternative method may be to make greater use of part-time staff.

Examples follow† of how some companies altered their pay and benefit structures to improve staff recruitment and retention.

Pay

At the Jorvik centre wages for attendants were up to 34p more per hour than for comparable work elsewhere in York. Similarly the Greater Manchester Museum of Science and Industry paid its shop assistants and catering staff higher rates, and museum attendants received up to £2,200 per year above their basic rate for working a 35 hour week which included Saturday and Sunday.

Benefits

At Grand Metropolitan Retailing an improved benefits package was introduced in response to staff demand for more security of income, and to demonstrate that the job was 'a decent job'. All staff with more than six months' service received a contributory pension, discount on some of the company's products, and sick pay. Part-time as well as full-time employees were given the benefits because part-timers were considered as valuable as full-timers. The package was well publicised internally since staff had been found to be unaware of the company's benefits, and thought they were poor in comparison to other employers. As this was not the case publicity was expected to improve staff's image of the job and help to retain longer serving employees.

†Institute of Manpower Studies op. cit.

Hours

In some areas where recruitment was particularly difficult Beefeater found that one of the causes was that only 16 hours of work were guaranteed per week. Many potential recruits wanted to work longer hours than this, and when Beefeater increased these to 20 per week recruitment became easier.

Granada Studio Tours which is open for over 12 hours a day during the summer deliberately set out to keep working hours low. The company instigated a shift system in which both full and part-time employees work variable hours, but shifts are rarely long. Full-timers have two days off a week, including one at weekends. Individuals work fewer hours in the week, and most jobs are covered by three people, with the result that working standards have improved. A rota is displayed on a notice-board the Thursday before the new week. Problems in implementing this system in other leisure attractions could arise if the opening hours mean long overlaps of staff, if there is difficulty in finding new recruits, or if employees are resistant to working variable hours.

Remind yourself of the area you have covered since page 33, and of how it ties in with the questions you asked your staff (questions 1, 3, 7, 8, 9, and 16). Make a note below of what has occurred to you from reading this part of the section and examples of changes made by some companies.

Think about what specific areas you need to look at within your own department or establishment, and make a note under the appropriate heading.

Promotion procedures

Grading structures

Pay and benefit levels

Payment systems

Holiday systems

Hours/shift systems

You have now reviewed promotion and training procedures, and pay, benefits and working conditions in your own department or establishment. After considering the response in your survey to these areas, and looking at the experience of other companies, you should be able to draw some conclusions as to the best combination of methods to be used in your workplace in order to improve staff retention.

Section 3 considers another important factor in job satisfaction: staff motivation.

SECTION 3
Staff motivation

After completing this section you will be able to:

- recognise what motivates people at work
- identify what motivates you
- recognise how your style of management can influence the way staff do their work.

A job, say peeling potatoes, may be done well or badly, or not done at all depending on the motivation of the person doing the work. Everyone has certain needs or desires which cause them to act in a particular way. For instance the person may have been about to peel the potatoes anyway, and may consider the manager was interfering in asking for the job to be done. As a result it is not performed as well or as quickly as it could be. A good manager understands the needs which drive people to act the way they do, and is able to organise and delegate work in such a way that staff can satisfy these needs **and** get the job done.

Read the following case study, then note below what you think Mike's main need or motivation was which caused him to act the way he did. In other words what satisfied him most about his job?

Mike loved working with people and always felt important when strutting around the restaurant with plates of mouth-watering food. He was courteous, anticipating customers' every need, and would always look after his colleagues' tables if they were too busy. He never got uptight with the chefs if an order was wrong or late. He was more likely to turn the incident into a joke to make everyone laugh. Customers and colleagues alike loved Mike. But Mike had never been over-enthusiastic towards the management. He always preferred to be one of the lads. So when the manager Mr Wilks asked him to become head waiter, instead of leaping at the chance, Mike was more concerned about 'old Bill' whose job he would be taking over. Only after hearing that Bill was to be transferred to a better job in another hotel did Mike accept Mr Wilks' offer, with the words, 'Well, er, if you wish, sir'.

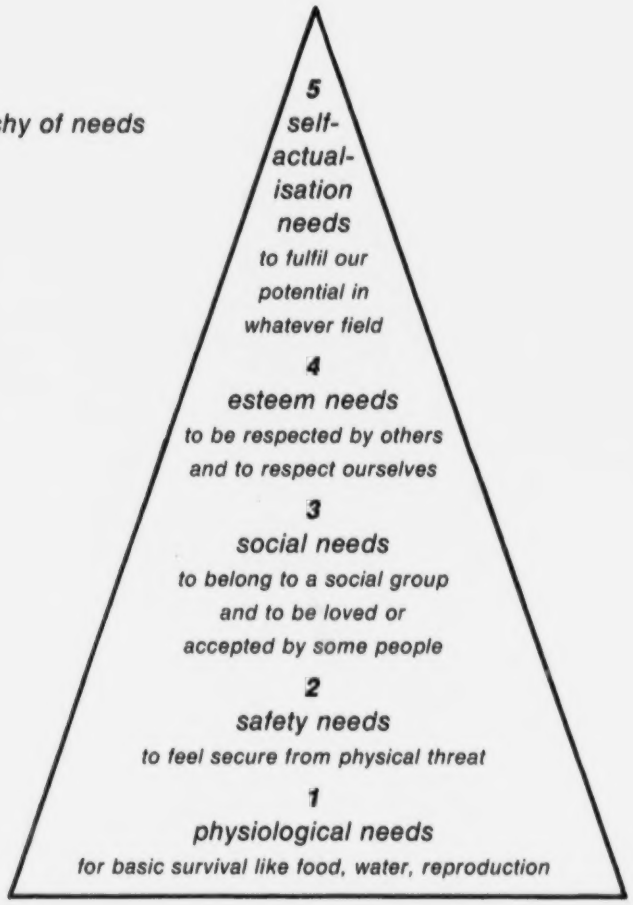
From then on things changed for Mike. There were no more drinks with the lads, no more banter with colleagues. He was always too busy — cashing up, making sure the tables were laid for breakfast, the wine stock was right and cutlery cleaned properly. He became edgy, and started to forget the little but important things like making sure Wing Commander Forsyth got his port before his sweet, and once he forgot the chef's wine allocation. To pacify him Mike gave him a very large scotch.

Mike was finding it very difficult to cope with being a boss and being liked by the other staff. It was not long before he committed the worst of all sins. He was rude to a customer.

Mike's main need or motivation was to be liked by as many people as possible, particularly other staff at a similar level to him in the organisation.

Psychologists believe that we all have similar basic needs which make us behave in the way we do. Abraham Maslow has ordered these needs into various levels:

Maslow's hierarchy of needs



According to Maslow, these needs have to be satisfied in order, starting at the bottom of the pyramid and rising to the top. While a lower need remains unsatisfied it acts as the motivating force. Once it has been satisfied it is no longer a motivation and the next one up the pyramid becomes the motivating force. For instance, once the physiological needs for food and water have been met, desire for safety becomes the motivating force, then social needs, and so on.

How people satisfy these needs differs greatly. In the UK satisfying safety needs could mean having a secure job or a burglar alarm attached to the house. In an area of famine it could mean the arrival of food and medicine through international aid.

Note below how Mike's motivation affected the way he did his new job as head waiter. Try to relate this to Maslow's hierarchy.

Mike's main motivation at work was the need to be popular, particularly with his peers (level 3 in Maslow). The promotion to head waiter made it much more difficult for him to satisfy this need. As a result he became unhappy and did not do his job very well.

Two different views of what motivates people are described below.

The average human being has an inherent dislike of work and will avoid it if he or she can Because of this human characteristic of dislike of work most people must be coerced, controlled, directed and threatened with punishment to get them to put forth adequate effort. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all. For managers this implies close supervision of staff, and the establishment of rigorous work routines and schedules, probably accompanied by repetitive tasks.

There is no inherent dislike of work itself Average human beings will exercise self-direction and self-control towards objectives they are committed to. Commitment relates to rewards resulting from the achievement of the objective. The most significant rewards are the satisfaction of high order needs. Individuals with encouragement will actively seek responsibility. A large proportion of the population can be creative in solving organisational problems but these capacities are largely under-used. The essential task of management is to arrange organisational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organisational objectives.

You will probably have your own views on these, often called Theory X and Theory Y.†

† Described by McGregor in *The Human Side of Enterprise*, published by McGraw Hill, 1960.

Effects of the job on your private life 1	Conditions of work 2	The boss 3	Interest in the job 4	Career path 5	Sense of achievement 6	Security 7	Status 8	Recognition 9	Work colleagues 10	Complexity of the job 11	TOTAL		RANK
												Pay 12	
												Effects of the job on your private life 1	
												Conditions of work 2	
												The boss 3	
												Interest in the job 4	
												Career path 5	
												Sense of achievement 6	
												Security 7	
												Status 8	
												Recognition 9	
												Work colleagues 10	
												Complexity of the job 11	
											66	= TOTAL	

Adapted with permission from *People and the Hotel and Catering Industry* by A. Lockwood and D. Jones, pages 52-53, published by Holt, Rinehart and Winston, 1984.

The grid opposite attempts to find out what motivates you most by comparing the strength of each of your needs (or motivating forces) against all the others.

Starting with PAY at the top of the column second from the right, compare the importance of this 'need' to each of the other 11 motivating forces along the top rung. For instance, if PAY is more of a motivating force to you than EFFECTS OF THE JOB ON YOUR PRIVATE LIFE, then write 12 in the appropriate square. If CONDITIONS OF WORK are more important to you than PAY, then write 2 in the appropriate square. Work from left to right across the top row of the grid until you have compared all 11 with PAY. Then move to the next rung down and do the same comparison for EFFECTS OF THE JOB ON YOUR PRIVATE LIFE, writing the more important of the two factors in the appropriate square. Continue until the grid is complete. To score, count up the number of times each need or motivating force occurs, and enter this score in the column headed total (when all the scores are added up they should come to a total of 66). Now compare the scores, awarding 1 to the factor which appears most often, 2 to the second most frequent, and so on, and write these numbers in the RANK column against the appropriate factor.

Make a note below of your conclusions on what motivates you at work.

Herzberg presents another way of considering motivation at work†. He asked several hundred accountants about job satisfaction. He found that the five most satisfying factors were:

- achievement
- recognition
- the work itself
- responsibility
- promotion.

He found that the five most dissatisfying factors were:

- company policy and administration
- supervision
- salary
- relationships with colleagues
- working conditions.

Look carefully at these two sets of factors and you will see that the satisfying factors describe the results of our needs being fulfilled (see Maslow's hierarchy), and the dissatisfying factors are about the conditions and environment in which we work. These conditions are present in most jobs and without them there would be job dissatisfaction (imagine a job without pay), but their presence does not itself lead to satisfaction. Herzberg called these dissatisfying conditions 'hygiene factors'.

†*Motivation to Work*, by F. Herzberg, B. Maurner and B.B. Synderman, published by J. Wiley & Sons, 1959.

Look again at the twelve factors on the grid on page 46, and list them under the appropriate heading.

Motivators

Hygiene factors

This is how the twelve factors break down using Herzberg's classification.

Motivators	Hygiene factors
effects of the job on your private life	pay
interest in the job	conditions of work
career path	the boss
sense of achievement	work colleagues
recognition	complexity of the job

Read the following case study. How is Janet motivating her staff, and how is she taking account of hygiene factors to prevent dissatisfaction? List these motivators and hygiene factors under the appropriate heading opposite, and add a brief description of what Janet actually does to achieve each.

Janet is head waiter at a four-star hotel. She prides herself on having stable staff, well trained in technical and social skills. She places emphasis when recruiting staff on the personality of the applicant rather than on technical skills because she believes these can be learnt more easily than social skills. She works a long day, believing that she cannot ask staff to work long hours if she is not prepared to do so herself.

When Janet comes on duty she checks that the staff have arrived, and then uses the quiet period before service to roster the staff for the following week. Janet does this by looking at the planned business for the week, and takes into consideration any special requests from staff for particular days off. She always tries to keep overtime down to a minimum. On this particular day one of the waiters phones in to say that he will be late because his car has broken down. Janet calls the staff together and shares out the station among them, and there are no complaints.

When the restaurant begins to get busy Janet goes to supervise the service. She keeps a careful eye on a trainee, showing her how to do the tasks required whenever there is a quiet moment. After the session Janet calls her staff together for the usual weekly meeting. She uses these meetings to discuss future business and the results achieved the previous week, and encourages ideas from the staff for increasing revenue and profit.

One waitress has handed in her notice and Janet discreetly discusses with her the reasons for her decision. She always uses such information to try and improve situations that her staff may be unhappy about.

Motivators

Hygiene factors

Motivators

1.	Responsibility	
2.	Recognition	by discussing future business with staff and encouraging ideas
3.	Achievement	

Hygiene factors

1.	Supervision	by keeping a close eye on the new trainee when necessary
2.	Way of managing	by sharing out additional workload amongst all staff
3.	Working conditions	by discussing with the waitress why she was leaving (employee relations)

Depending on how Janet got her message across, a hygiene factor (supervision of the trainee) could become a motivator so that the trainee is encouraged to take on more responsibility, and receives recognition of who well she is doing.

The factors in your staff job satisfaction survey (Section 1) which relate most closely to this section are

- relationship with supervisor/colleagues.

The way staff are managed, in other words their working relationship with the supervisor, is a crucial element in staff retention. Good management leads to a satisfied workforce acting as a team, which is more likely to be motivated to do the job well, and to stay with the company.

Describe briefly below your own style of management. For instance to what extent do you think staff should be allowed to get on with the job, how much responsibility should they have, what do you do if an employee makes a mistake or is reluctant to get a task done, how do you cope with complaints from staff, on average how many times will you talk to each employee, how much do your staff respect you as a manager, and so on?

Your conclusions will of course depend on the circumstances.

Management style can greatly influence the level of job satisfaction among staff. Managers need to:

- show they are genuinely interested in what staff are doing
- explain properly how tasks should be done
- explain why tasks are done, and why they are done in a particular way
- trust staff enough to hand over an appropriate level of responsibility for the tasks they are required to do. This can vary from needing no help at all to needing constant supervision. The skill is judging the right level for each occasion. Too much supervision can make employees think you are interfering and do not trust them. Too little supervision can make employees lose interest, thinking you do not care. Both extremes can lead to lack of motivation to get the job done.

Here are some examples of how some hotel, catering, leisure and tourism establishments are dealing with the question of management style†.

> The Greater Manchester Museum of Science and Industry have what they call a 'very laid back' kind of management style, which does not mean to say it is 'sloppy'. They say staff are trusted and treated as responsible. For example no one clocks in because people are expected to turn up for work on time.
>
> The Jorvik centre stresses its open door policy towards staff where employees are free to talk to management at any time, and do so.

†Institute of Manpower Studies op. cit.

Look at the response in your survey to the questions on 'relationship with supervisor' (questions 2 and 10), and write down what this tells you about the way your staff believe you or the supervisor manages them. Are you surprised by any of this? If so, in what ways?

A useful guideline to finding out how your staff react to your style of management is to try and put yourself in their shoes. In other words ask yourself 'How would I feel if I were treated in the way I treat my staff?' Think of a time recently when you had difficulty in motivating a member of staff to do a task. Describe below what happened.

Take a look at how your own staff responded to question 14 'on relationship with colleagues'. From this response and from your experience of how staff (and departments) at your workplace react to each other, how could you improve communication between them? If your survey shows that staff are satisfied in this respect, explain why you think this is.

One way of improving relations between staff and between management and staff is to hold regular staff meetings. As well as being a chance to meet colleagues without the stress of normal working, these meetings can serve as a way of improving morale by recognising the contribution of staff to the establishment, of sorting out staff problems, and of helping staff to develop in their work. The shift system makes it difficult to arrange for all staff to meet together, but special efforts should be made to overcome this problem; the point of staff meetings is to allow staff to meet, and shift workers are particularly vulnerable to feelings of not belonging.

> Grand Metropolitan Retailing has piloted staff meetings in two pubs for both business and personnel reasons. The meetings are a cross between standard staff communication meetings and discussions on quality of service and products. So far they seem to have achieved their aims of improving co-operation between staff, allowed employees to participate more in the business through taking up some of their suggestions for improvements, and encouraged motivation and personnel development.

You have now reviewed what motivates people, and you should be able to draw some conclusions as to how your own style of management can influence the way your staff do their work.

Section 4 considers another way managers can increase the level of job satisfaction among staff: through re-designing the job.

SECTION 4
Job design

After completing this section you will be able to:

- recognise ways in which jobs can be made more interesting and varied
- draw some conclusions as to how jobs in your own establishment can be re-designed to improve staff retention and recruitment.

Another way a manager can motivate staff and improve job satisfaction is by re-designing the job. A job consists of:

- content — what the employee actually does
- context — the physical environment and social structure in which the work takes place.

For instance a waitress has tasks which include laying tables, carrying plates, serving food and so on — the content of her job. The context of her job would include the interior design of the restaurant, her uniform, her colleagues and customers.
Re-designing the job to increase motivation works on the principle that by improving the content and/or context of the job, satisfaction is increased, and consequently productivity is increased.

Changes in job content are broadly divided into:

- job enlargement — increasing the range of tasks that an employee carries out without requiring changes in the level or type of skill involved
- job enrichment — expanding the types of tasks the employee is expected to do, which requires new skills.

For instance the waitress could have her job enlarged by being given more tables to serve, and enriched by having the additional role of taking orders and greeting customers. (It should be pointed out that re-designing a job does not necessarily increase job satisfaction, and the link between satisfaction and output is at best a tenuous one.)

Herzberg has outlined seven principles, that is types of changes a manager can make, which can lead to job enrichment†:

1. Remove some controls while retaining accountability.
2. Increase accountability of individuals for their own work.
3. Give people a complete natural unit so that they can see progress being made.
4. Grant additional authority to employees in their jobs (job freedom).
5. Make periodic reports directly available to employees themselves rather than to supervisors.
6. Introduce new and more difficult tasks not previously handled.
7. Assign individuals specific or specialised tasks enabling them to become experts.

Think about the job you do now, and write down below how you might re-design it to give you greater job satisfaction. Use Herzberg's seven principles above to help you.

†*People and the Hotel and Catering Industry*, pages 57-58, op. cit.

Traditionally housekeeping staff are required to service a specified number of bedrooms, usually between 10 and 15. As far as motivating staff is concerned, this job design has the following advantages:

- responsibility for particular rooms
- variety of tasks to be done: bed-making, damp dusting, changing linen and so on
- some customer contact.

The disadvantages to job satisfaction and motivation are:

- working alone, and therefore socially isolated
- inefficient to allocate entire rooms to one member of staff
- standards of work appear to be poor due to the need for close supervision.

Many establishments have re-designed the job of housekeeping staff to iron out these disadvantages. Staff members can be organised into teams each with a specific role within the team, such as two making beds together, one cleaning bathrooms, one responsible for tidying, replenishing and polishing, the fifth responsible for finally suction cleaning the floor and checking that the room is ready for occupation. These roles can be rotated to reduce boredom and wherever possible teams could be allowed to select their own members.

The job of the fast food operative is a fairly recent phenomenon, and has been designed from the start to give as much job satisfaction and motivation as possible. This is despite the fact that the entire concept of fast food is based on the premise of the production line, retailing a 'product' rather than providing a service as in more traditional catering. Instead of giving the operative just one or two simple and repetitive tasks to do, such as toasting buns and frying chips, he or she is expected to be able to acquire as many as six or seven skills, and may well do two or three of these within a single shift. The more skills the employee acquires the higher the level of pay and chances of promotion to floor supervisor and floor manager. Most crew members —the name deliberately implies team work — will work at the counter sometime during each week to give variety and interest to the job, and to improve customer service skills. Individual sales records are monitored, and the operative who has achieved the highest turnover is rewarded by becoming the 'crew member of the month'. Group identity and team spirit are enhanced by all staff wearing the same uniform, but status is signified by the badges they wear.

There are a number of ways in which jobs can be redesigned to increase job satisfaction.

Job rotation Staff move between jobs according to a rota — most needed where jobs are particularly mundane or disliked. This method of increasing job satisfaction is likely to be cost effective only where each job is relatively unskilled and does not require much training.

Amalgamating tasks Staff decide when to do each task, whether in response to customer needs or not, thus obviating the need for management time to draw up rotas, and giving staff the satisfaction of having more responsibility.

Increased responsibility Giving staff responsibility for the job usually increases motivation and job satisfaction, and helps personal development. However the manager needs to make it clear that help is available if required, and the level of responsibility should be understood and agreed by both employee and manager, so that each knows what is expected of them. One way of making a job more interesting and varied is to make staff responsible for a job right through from beginning to end so that they have the satisfaction of seeing the finished result of their efforts.

Increased understanding Staff who understand why a particular job is necessary and how it fits into the running of the establishment as a whole usually find more satisfaction in their work. Increased understanding of their own and other people's jobs helps to improve relationships between staff and other departments. This can be achieved in larger organisations through staff meetings and training sessions, and in smaller establishments through the manager or owner explaining to staff why different tasks are necessary.

Job rotation

At the Jorvik centre operatives used to be employed to do one job only, but now they move between jobs, from selling tickets and souvenirs to helping visitors into the 'time cars' which take them around the exhibition. Staff change jobs every two hours. The main reason for this job rotation is so that no staff are on the time cars all day, an unpopular job which was difficult to fill. A simple job rota, as opposed to a shift rota, was drawn up daily, and the change-overs were monitored. Extra training was minimal because all the jobs were so unskilled. The system has considerably increased the level of job satisfaction; the job was more interesting, staff morale was better, staff could work longer hours and their approach to visitors was improved. Staff also stay in the job longer.

Amalgamating tasks

De Vere's leisure centre has a pool, gym and bar, and staff move between jobs in response to the guests, which avoids the need for management to spend time drawing up rotas. Some of the tasks do require training, for instance staff on pool duty have to have life saving qualifications. But these costs were offset by a reduction in the number of employees needed since amalgamating tasks in this way means the staff are more flexible. Also turnover is lower because the job is more interesting and staff have the satisfaction of making their own decisions on which tasks need doing.

Job flexibility is common in small establishments but does not usually exist in larger organisations. However at the Inn on the Lake flexibility was maintained as the company expanded in order to keep staff interested in the work, thus keeping productivity high. Management found that previously trained and experienced staff were less willing to be flexible and so they recruited from unskilled people which has increased the number of potential applicants

Institute of Manpower Studies op. cit.

Increased responsibility

Kelmscott Leisure Centre has given more responsibility to assistants by allowing them to organise and run events for themselves, for example football leagues and sports tournaments. They liaise with special target groups, monitoring their numbers and suggesting promotional briefs.

Greater Manchester Museum of Science and Industry plans to give its attendants the additional task of giving more information to visitors. Training will be given on how to inform the public about the exhibits, with the aim that job satisfaction will increase especially since employees were recruited because of their interest in the museum subjects.

Increased understanding

Greater Manchester Museum of Science and Industry are attempting to increase job satisfaction and to improve the relationship with different departments through increasing attendants' understanding of their job and the museum as a whole. For instance attendants sometimes thought that exhibit designers were pernickety about details of a display and how exhibits were to be cleaned, and so an in-house course was run by designers on mounting a display which resulted in attendants understanding why they should do their job in a certain way. In-house courses of this kind help departments to work together, bringing staff together in a group, and dispelling misunderstandings.

Caution is needed when redesigning a job because this depends on the personal abilities and skills of the employees. For example increasing the variety and interest of jobs is one method of enlargement or enrichment but this can also result in stress, or the need to recruit different types of employees. When this happens jobs have been changed or made worse rather than redesigned to increase satisfaction, and staff are more likely rather than less likely to leave.

The factors in your staff satisfaction survey which are closely linked to this section are questions 4 and 5 under the barometer heading:

- interest/variety.

If staff find their work interesting and/or varied they are more likely to stay in the job and work to a high standard. The atmosphere in the workplace, particularly in a service industry, will probably be much happier as well.

Look at your survey results which relate to interest and variety in the job. Is there any position particularly disliked by staff? Choose this job or, if you prefer, another which you find difficult to fill or which is relatively unskilled. Think about how this job could be made more interesting and varied, and make a note under the appropriate heading below. For instance, if you are considering job rotation or amalgamation you may want to list all the other jobs in your establishment or department which are done during the same shift, and could be done with minimum training by the same person.

Job rotation

Job amalgamation

Increased responsibility

Increased understanding

You have now reviewed some ways in which jobs can be made more interesting and varied in order to encourage staff to stay. Having read examples of how other companies have approached these problems you should be able to draw some conclusions, in response to your own survey findings, as to how these approaches might be adapted to improve staff retention and recruitment in your own establishment.

Section 5 looks at an area closely linked to staff retention: recruitment.

SECTION 5
Recruitment

After completing this section you will be able to:

- recognise how selection tests and targeting of job advertisements can help in recruiting the right person for the job
- draw some conclusions as to what selection and advertising methods could be used in your own establishment to improve the chances of getting the right person for the right job.

STAFF RETENTION

Recruitment and staff retention are closely linked. If care is taken in the first place to select suitable staff for the job, then employees are more likely to stay.

Describe below how staff are recruited at your establishment. Where and how are vacancies advertised, and what form of interviews are held?

There are two general approaches to job recruitment.

Approach 1 places the main emphasis on the job tasks and specifies that applicants should already have the necessary practical or technical skills, such as being able to do silver service.

Approach 2 places the main emphasis on the personal attributes required for the job, for instance 'bright' or 'willing to learn', rather than on skills directly linked to the tasks involved, though these are not ignored.

Note down what you think could be the types of job in your establishment most suited to each of the two styles of recruitment, and explain why.

Approach 1 is suitable for the more skilled jobs using abilities which take time to acquire. If used to recruit staff for less skilled work, potential applicants may be discouraged, believing they would not get the job.

Approach 2 is more suitable when recruiting for jobs where skills are quickly and easily learnt, or where there is plenty of opportunity for training. The method usually attracts a larger number of applicants and can be used to advantage if recruiting for jobs which are hard to fill. It is not normally suitable for the more highly skilled jobs because many unsuitable applicants may apply.

Recruitment methods should be tailored to the needs of the job. Ways in which this can be achieved are through:

- devising relevant selection tests such as interviews and numeracy tests
- targeting the right groups of people.

SELECTION TESTS

Interviewing candidates for the job is an important type of selection test, but interviews do not test for the ability to work as a team, to give the correct change to a customer, and so on. Other selection tests are often necessary to ensure that the job goes to the right person. These tests can be specifically devised to assess the personal attributes and technical skills necessary or desirable for the job. They include:

- role play
- psychological tests
- team games
- numeracy tests
- literacy tests.

Recruitment consultants are sometimes brought in to design these tests. But this is only worthwhile if savings through staff retention and increased sales (through more suitable staff) outweigh the cost of consultants' fees. Smaller companies which are in no position to afford custom-made packages may find that adapting existing tests to suit their own circumstances is helpful. Alternatively you can devise simple tests yourself, such as asking applicants to add up a round of drinks in their head.

Think of a position in your own establishment which is hard to fill, and write a brief description below of what the job involves. List the personal attributes, such as a cheerful personality, which you think are necessary or desirable for the job. Then think of some suitable tests, other than an interview, which would assess the social skills you are looking for, and make a note of these under the appropriate heading.

Job title and description

Appropriate selection tests and attributes each would test

Some personal attributes which can be tested by each method are:

Role plays: ability to relate to the customers, for instance to handle a potentially difficult situation such as a complaint from a customer.

Psychological tests: ability to remain calm, to see another person's point of view, to learn new skills.

Team games: ability to work as one of a team, how competitive, whether a bully, leadership qualities.

Numeracy tests: ability to handle cash transactions.

Literacy tests: ability to read and write.

English Heritage wanted recruits who were interested in their monuments so that they would learn and talk to visitors about them. On their application forms candidates were asked which English Heritage properties they had visited.

Other assessment methods were used:

Custodians needed to be smart because they were in contact with the public, and so they were assessed on their appearance.

Recruits needed to be able to take ticket money and give change as visitors entered, and so simple numeracy tests were given.

Recruits needed to able to learn about English Heritage and the monuments so that they could give information to visitors. This ability was tested by written questions after a presentation given about English Heritage.

Custodians needed to work as a team. Applicants did a group exercise where they had to discuss the problem together and come up with an agreed solution. Applicants were watched as they did this.

Custodians needed to deal assertively and in a friendly way with visitors. Applicants had to take part in a role play where one applicant was a custodian and the other a visitor with a complaint.

Throughout the day each applicant was assigned to an assessor, who was also responsible for five other applicants. The assessor marked each test against pre-determined criteria. For instance what constituted smartness was carefully discussed and agreed before the open day. Pass and fail marks were not given, but minimum ability on some tests was necessary. A floating assessor was used to try and maintain consistency in the marking. At the end of the day assessors decided together whom to recruit.

Institute of Manpower Studies op. cit.

TARGETING THE RIGHT PEOPLE

Once the attributes required for the job are analysed, the next step is to make sure that the right people hear about the vacancy. In this case the right people are those who are interested in the job and are able to do it, in some cases after training.

Note down at least four places where you would advertise your hard to fill job (page 76) in order to reach the right people.

Different ways of advertising reach different groups, for example the job centre reaches mainly unemployed people, advertising though community groups may reach ethnic minorities, women or whoever the group is for, and local newspapers often reach the widest groups.

Poor response to a job advertisement is often simply because not enough or the right people hear about it. Employers should consider both widening their advertising channels and targeting more carefully, thereby both opening the field of choice and raising the standard of applicants.

There are of course other reasons why people may not apply for a job.

The advertisement does not appeal to them The advertisement needs to be both accurate and appealing to the type of recruit wanted. Changing the wording or emphasis of an advertisement can influence the type and number of candidates who respond.

> Thistle Hotels made two simple changes to their advertising which increased the number of applicants to their London hotels. The eight London hotels now advertise jointly instead of placing separate advertisements. This has allowed the advertisement to be of better quality and more visible while overall costing less. The advertisement also states the wage rates. The higher response when this information is included, particularly if average earnings are mentioned, suggests that either Thistle Hotels are paying higher rates or that people outside the industry had not previously applied because they thought hotels paid less.

Institute of Manpower Studies op. cit.

The job is too far away If the advertisement makes it clear that transport or accommodation is available this may increase the number of candidates who apply.

> Gleneagles, a fairly isolated hotel, has been able to bring in recruits from a wider area by stressing in its advertisements that accommodation and transport are available.

They do not have, or think they do not have, the right skills Less experienced or qualified people may be encouraged to apply if training is provided. This is a relatively expensive way of expanding the field of choice but does result in employees being trained as the organisation wishes.

> Gleneagles has toured high unemployment areas and colleges, placing advertisements which stress the training opportunities. English Heritage wanted to attract people who would be good at all aspects of the job and who would enjoy it. They therefore stressed the personal attributes required for this work which involves plenty of contact with the public. The result was more applicants who were people orientated, the average age was younger, and there were more women.

They do not expect to be offered the job Contacts with colleges, schools, groups of unemployed people can be fostered over an extended period so that potential recruits are made aware of the jobs on offer. This is a relatively expensive way of recruitment because job experience and training opportunities may have to be provided, but can produce a reliable source of employees while the contact remains. Grants may be available for schemes of this type, especially in inner city areas.

The Grapevine, a relatively small hotel, started a local hotel employers' association and set up a conference hoping to attract college students from a wide area covering the north of England and the midlands. Students, careers officers, the tourist board, and hotel and catering businesses were invited to discuss training, placements, recruitment and the development of tourism in the area. In this way the Grapevine hoped to make the colleges more aware of what the smaller hotels had to offer. The association also passed on applicants unsuitable for their own hotel to other members.

Kelmscott Leisure Centre took on students from schools and colleges to help recruitment long term. Placements were for one or two weeks during which students were given a project, for example re-vamping the display area, or looking into the safety needs of gymnasts. The contact created with schools and colleges made recruitment easier.

Granada Studio Tours wanted to tap pockets of high unemployment in the centre of Manchester as part of a campaign to recruit 300 new staff. The company discussed procedures for attracting the long-term unemployed with the City Action Team who suggested that many people were too sceptical about being offered a job to attend for an interview or go on a course. The alternative decided upon was to offer a combination of training and a job interview. In collaboration with CAT and HCTB a two week course was devised for potential recruits drawn from job centres. All who attended the course were assured an interview with Granada Studio Tours. The course was designed to be relevant to the hotel and catering trade generally and included job application skills, customer service skills and a project, such as 'How to spend a day out in Manchester'. Early on the trainees met the interviewers so that they would be more relaxed at the interview. As a result interviewers found it easier to assess candidates. 40% of those who attended the course were recruited, and turnover in this group was lower than average. Granada Studio Tours also wanted to recruit from ethnic minorities. The best method of attracting recruits was discussed with the Commission for Racial Equality who advised that sending details of the jobs to targeted community groups in the inner city might get a better response than general advertising. However no applicants came directly from these sources. There is evidence to suggest that although targeted advertising may encourage target groups to apply, they are less likely to show this as the source of their information. In other words if they see the advertisement in two sources they are more likely to apply using the standard channel than the targeted one.

Beaulieu has developed links with schools and colleges in the area for a long time to encourage students to work at Beaulieu in the summer. More recently it has been developing contacts with two colleges which run tourism courses. In this way it hopes to recruit some students permanently when their courses are completed. Seasonals are contacted the following year and invited to return.

Open days during which several candidates are seen at once can be a successful way of recruiting large numbers of staff. They have the advantage of concentrating recruitment into a short period, they may attract publicity, and they give applicants more information about the job and the employer. They also allow time for selection tests if required. Open days are not necessarily expensive, especially if they can be held on the establishment's premises. The time spent on selection, when related to the number of candidates, compares favourably with more traditional methods of recruitment, and additional costs can be confined to videos and exhibitions about the job and employer.

> Every year Alton Towers faces the problem of recruiting 1500 seasonals. They found the open method of recruitment ideal, and advertised in local papers, and mounted displays in local job centres. They also sent press releases to the local press and radio, which resulted in some welcome publicity. Several open days were held attracting 1300 applicants, from whom nearly 1000 were recruited.

You have now looked at how selection tests and careful targeting of job advertisements can improve the chances of recruiting the right person for the job. Having read examples of how other companies have approached the problems you should be able to draw some conclusions on how some of these approaches might best be used to improve recruitment in your own establishment.

You are also likely to have a better understanding of how conditions of the job, motivation and job design can influence staff retention and recruitment.

You have at least one thing in common with all the examples given. And it is probably the reason why you are doing this self-study unit. Write down below your main overall aim.

STAFF RETENTION

Your answer will be something to do with improving staff retention and recruitment in your establishment in a cost effective way.

There are three main stages to making improvements in your workplace. They are:

- identifying areas where changes are necessary
- finding out what these changes are
- deciding how these changes can best be implemented, bearing in mind the particular circumstances.

To assess whether a particular procedure would be of use in your own establishment you need to consider:

- the size of your organisation
- the cost of introducing and running the procedure
- management skills necessary to run the procedure
- level of staff skills required
- how the procedure is to be structured and implemented
- the local labour market
- career structure.

Probably the two main barriers to implementing some of the practices are cost and management ability. Several of the examples given involved high initial costs, for instance in consultancy fees and management training, and it is usually only the large companies which find such schemes cost effective. However elements of nearly all the practices described could be adapted to suit most organisations, even the smallest, and different ways in which this might be achieved have been given.

The cost of implementing a scheme should be weighed against the costs of recruitment and training where staff turnover is high. Getting the right staff for the job in the first place should save costs, through improved service, sales and custom, and lower staff turnover.

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